

Message Text

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SUBJ: VISIT OF CONGRESSMAN PAUL FINDLEY

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1. THE FOLLOWING RESPONDS TO THE QUESTIONS ASKED IN REFTEL.

2. IN GENERAL, AGRICULTURAL EDUCATION IN TURKEY CAN BE
DIVIDED INTO THREE CATEGORIES.

A) HIGHER EDUCATION OR DEGREE PROGRAMS IN AGRICULTURE,
VETERINARY MEDICINE AND FORESTRY. THESE PROGRAMS
ARE UNDER THE DIRECTION OF THE INDIVIDUAL UNI-
VERSITIES WHICH HAVE AN AUTONOMOUS STATUS IN TURKEY. THERE IS
A DECREE-GRANTING AGRICULTURAL FACULTY AT THE UNIVERSITIES OF
ANKARA, ERZURUM, IZMIR AND ADANA. SEPARATE VETERINARY FACUL-
TIES ARE MAINTAINED AT ANKARA, ELAZIG AND ISTANBUL. THE SCHOOL
OF FORESTRY IS AT ISTANBUL UNIVERSITY. TOTAL ANNUAL OUTPUT
OF UNIVERSITY GRADUATES IN THE FIELDS OF AGRICULTURE, FORESTRY AND
VETERINARY MEDICINE IS APPROXIMATELY 750 OUT OF AN ANNUAL
TOTAL UNIVERSITY GRADUATING CLASS OF 25,000.

B) THERE ARE THE REGIONAL TECHNICAL AGRICULTURAL SCHOOLS AND
VOCATIONAL AGRICULTURAL HIGHT SCHOOLS, VETERINARIAN TECHNICAL
SCHOOLS AND FORESTRY TECHNICAL SCHOOLS MAINTAINED BY THE MINIS-
TRIES OF AGRICULTURE AND FORESTRY. TECHNICAL AGRICULTURE

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SCHOOLS ACCEPT STUDENTS FOR APPROXIMATELY 3 YEARS OF POST-PRIMARY

EDUCATION. AGRICULTURAL VOCATIONAL HIGH SCHOOLS ACCEPT GRADUATES OF JUNIOR HIGH SCHOOLS FOR SECONDARY EDUCATION. IDEALLY, GRADUATES OF THE TECHNICAL AGRICULTURAL SCHOOLS SHOULD BE VILLAGE YOUTH WHO WILL RETURN TO THEIR VILLAGES TO INTRODUCE MODERN AGRICULTURAL METHODS THRU DEMONSTRATION ON THEIR OWN FARMS. VOCATIONAL AGRICULTURE GRADUATES ARE TRAINED TO INTRODUCE MODERN AGRICULTURAL METHODS PRIMARILY THROUGH GOVERNMENT EMPLOYMENT AS TECHNICIANS OR EXTENSION WORKERS WITH THE MINISTRY OF AGRICULTURE OR OTHER AGENCIES IN THE GENERAL FIELD OF AGRICULTURE. THERE WERE APPROXIMATELY 5000 STUDENTS ENROLLED IN SOME 40 TECHNICAL AND AGRICULTURAL VOCATIONAL SCHOOLS IN 1972.

C) THE THIRD CATEGORY OF AGRICULTURAL TRAINING IN TURKEY CAN GENERALLY BE DEFINED AS EXTENSION OR PRACTICAL ON-THE-JOB TRAINING PROGRAMS. EXTENSIVE PROGRAMS OF THIS NATURE ARE CARRIED OUT BY THE MINISTRIES OF AGRICULTURE AND FORESTRY AND THE MINISTRY OF VILLAGE AFFAIRS, PARTICULARLY TOPRAKSU, THE WATER AND SOIL CONSERVATION ARM OF THIS MINISTRY. PERSONNEL OF THE MINISTRIES CONCERNED CONDUCT COURSES AND DEMONSTRATIONS IN THE AREAS OF AGRICULTURE, ANIMAL HUSBANDRY, HOME ECONOMICS, NUTRITION, ETC. THERE IS ALSO AN ACTIVE 4-H PROGRAM CONDUCTED BY THE MINISTRY OF AGRICULTURE.

3. WHEN ONE CONSIDERS THE DEVELOPMENT OF THE AGRICULTURAL SYSTEM IN TURKEY SINCE 1925 OR EVEN 1950, IT IS CLEAR THAT THE SYSTEM OF AGRICULTURAL EDUCATION AND AGRICULTURAL EXTENSION HAS HAD A TREMENDOUS IMPACT. SOME SECTIONS OF TURKISH AGRICULTURE, PARTICULARLY COTTON, ARE HEAVILY MECHANIZED AND EMPLOY MODERN AGRICULTURAL TECHNIQUES. EVEN IN WHEAT, THE MOST IMPORTANT CROP IN TURKEY, THERE HAS BEEN IMPROVEMENT IN PRODUCTION THRU MECHANIZATION, BETTER SOIL CONSERVATION, AND USE OF IMPROVED SEEDS AND FERTILIZERS TO INCREASE YIELDS. IN FRESH FRUITS AND VEGETABLES, AN AREA OF PROMISING EXPORT RETURNS, FARMERS ARE ADAPTING MODERN GREEN-HOUSE TECHNIQUES LEARNED FROM EUROPE AND THE UNITED STATES. ONE OF THE CHIEF WEAKNESSES IN THE PRESENT SYSTEM LIES IN THE AREA OF HORIZONTAL COMMUNICATION. THE MINISTRY OF AGRICULTURE AND THE FACULTIES OF AGRICULTURE DO NOT CO-ORDINATE RESEARCH IN CRITICAL AREAS WITH THE RESULT THAT THERE IS DUPLICATION AND MISUSE OF RESOURCES. FACULTIES OF AGRICULTURE AND SOCIETIES OF PROFESSIONAL AGRICULTURAL ENGINEERS ARE OFTEN HIGHLY LIMITED OFFICIAL USE

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POLITICIZED AND SOMETIMES TEND TO EMPHASIZE IDEALISTIC PANACEAS ON LAND REFORM AND CAPITALISTIC EXPLOITATION RATHER THAN DEAL WITH REAL AGRICULTURAL PROBLEMS AND THE LIMITATIONS AND REALITIES OF TURKEY. ALTHOUGH GRADUATES OF AGRICULTURAL FACULTIES HAVE MUCH HIGHER PRESTIGE THAN THEY DID AS RECENTLY AS 10 YEARS AGO, THERE IS STILL CONCERN THAT THE BRIGHTEST AND MOST CREATIVE VILLAGE AND SMALL TOWN YOUTH DO NOT GO INTO AGRICULTURE. IN A COUNTRY WHERE AS MUCH AS 60-70 PERCENT OF

THE POPULATION IS ENGAGED IN AGRICULTURE, WHERE AGRICULTURE ACCOUNTS FOR 25-30 PERCENT OF GNP AND WHERE AS MUCH AS 60 PERCENT OF EXPORTS ARE AGRICULTURAL IN ORIGIN, THE FACT THAT THERE ARE THREE TIMES AS MANY UNIVERSITY GRADUATES ANNUALLY IN THE HUMANITIES AS THERE ARE IN AGRICULTURE, SEEMS TO INDICATE A PROBLEM IN THE ALLOCATION OF RESOURCES. IN ADDITION, THE HEAVY PUSH FOR INDUSTRIALIZATION HAS MEANT THE ESTABLISHMENT OF HUNDREDS OF TECHNICAL AND VOCATIONAL SCHOOLS WITH ENROLLMENTS TOTALLING 250-300,000. IN CONTRAST, ALL TYPES OF AGRICULTURAL SCHOOLS ONLY HAVE AN ENROLLMENT OF APPROXIMATELY 5,000. EVEN THESE GRADUATES, MOREOVER, RARELY ACTUALLY ENTER FARMING. THERE ARE CONSTANT PRESSURES TO UP-GRADE PAPER STANDARDS SO THAT GRADUATES OF TECHNICAL AND VOCATIONAL HIGH SCHOOLS WHO SHOULD RETURN TO RURAL AREAS CAN BE EMPLOYED BY THE MINISTRY IN ANKARA OR MINISTRY OFFICES IN RURAL AREAS. THE VAST BULK OF UNIVERSITY AND SECONDARY GRADUATES, IN AGRICULTURE, IN FACT, ARE EMPLOYED BY THE MINISTRY OF AGRICULTURE OR, MINISTRY OF VILLAGE AFFAIRS, OR OTHER STATE AGENCIES. THERE SEEMS TO BE INSUFFICIENT OPPORTUNITIES IN PRIVATE BUSINESS OR AGRICULTURE FOR AGRICULTURAL GRADUATES.

4. OUTSIDE OF ONE MAJOR EFFORT AT THE UNIVERSITY LEVEL, MOST U.S. ASSISTANCE WAS DEVOTED TO EXTENSION TYPE ACTIVITIES. AT THE UNIVERSITY LEVEL, AID AND THE UNIVERSITY OF NEBRASKA CO-OPERATED (DURING THE LATE 50'S TO MID-SIXTIES) IN ASSISTING THE ESTABLISHMENT OF A NEW UNIVERSITY, ERZURUM UNIVERSITY, IN THE ECONOMICALLY BACKWARD AREA OF EASTERN TURKEY. ERZURUM UNIVERSITY WAS TO BE AN AMERICAN-TYPE LAND-GRANT UNIVERSITY WHERE THE EMPHASIS ON RESEARCH AND EXTENSION WOULD FOCUS ON THE AGRICULTURAL DEVELOPMENTAL PROBLEMS OF EASTERN TURKEY. THE PROBLEMS WERE ENORMOUS AND THE TURKISH UNIVERSITY BUREAUCRACY BUILT ON THE FRENCH AND GERMAN UNIVERSITY SYSTEM, LED THE FIGHT AGAINST THIS NEW UNIVERSITY. ALTHOUGH ERZURUM UNIVERSITY TODAY IS NOT A TOTAL SUCCESS; IT DOES HAVE SEVERAL PRODUCTIVE LIMITED OFFICIAL USE

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TURKISH PH.DS TRAINED AT THE UNIVERSITY OF NEBRASKA AND IS CONSIDERED THE BEST SCHOOL IN AGRICULTURAL ECONOMICS IN TURKEY. THE

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PRIMARY FOCUS OF U.S. ASSISTANCE TO TURKEY'S AGRICULTURAL EDUCATION, HOWEVER, WAS ON THE EXTENSION LEVEL. AID WAS RESPONSIBLE FOR TRAINING HUNDREDS OF EXTENSION WORKERS IN THE UNITED STATES AND HELPING SET UP VARIOUS TRAINING COURSES IN TURKEY. AMONG MANY, SOME OF THE MORE SUCCESSFUL AGRICULTURAL PROGRAMS CONDUCTED BY AID, INCLUDED THE JOINT AID-UNIVERSITY OF OREGON PROGRAM TO DEVELOP NEW WHEAT TECHNOLOGY ADAPTED TO FARM CONDITIONS THRU PRACTICAL FARMER EDUCATION AND USE OF INDIGENOUS TECHNOLOGY. ANOTHER PROGRAM, A PRIME EXAMPLE OF AID INSTITUTION BUILDING, IS THE DEVELOPMENT OF TOPRAKSU FROM A TINY ORGANIZATION TO THE IMPORTANT ROLE IT PLAYS TODAY IN OVER-ALL AGRICULTURAL DEVELOPMENT. AID TRAINED TOPRAKSU PEOPLE IN THE AREAS OF SOIL AND WATER CONSERVATION; THE SPIN-OFF FROM THIS PROGRAM TODAY INCLUDES HIGHLY SUCCESSFUL TOPRAKSU TRAINING PROGRAMS WHERE INDIVIDUAL FARMERS ARE TRAINED IN WATER AND SOIL CONSERVATION AND RETURN TO THEIR FARMS TO DEMONSTRATE MODERN AGRICULTURAL PRACTICE TO THEIR NEIGHBORS. ANOTHER IMPORTANT AID PROJECT WAS IN TRAINING MINISTRY OF AGRICULTURE PEOPLE IN PROJECT PLANNING AND IMPLEMENTATION. THIS TRAINING MATERIALLY STRENGTHENED BANKABLE AGRICULTURAL PROJECTS AND HAS HELPED THE GOT IN OBTAINING FUNDING FOR AGRICULTURAL DEVELOPMENT FROM THE WORLD BANK AND OTHER MULTI-LATERAL DONORS.

5. BECAUSE OF THE GOOD PROGRESS MADE IN ECONOMIC DEVELOPMENT IN TURKEY DURING THE PAST 20 YEARS, OUR BILATERAL AID PROGRAMS HAVE BEEN TERMINATED. CONSEQUENTLY THERE ARE NO LONGER ANY U.S. BILATERALLY FUNDED AGRICULTURAL EDUCATIONAL OR MODERNIZATION LIMITED OFFICIAL USE

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PROJECTS IN TURKEY. THE WORLD BANK, HOWEVER, HAS MAINTAINED AN INTEREST IN TURKISH AGRICULTURAL DEVELOPMENT AND HAS THREE ONGOING PROJECTS IN THIS AREA. THE FIRST TWO ARE IN THE AREA OF FRUIT AND VEGETABLE MARKETING AND EXPORT AND THE SECOND IS IN THE AREA OF A PROPER EXPLOITATION OF TURKEY'S LARGE FOREST RESOURCES. A RECENT WORLD BANK \$75 MILLION PROJECT IN THE AGRICULTURAL AREA IS OF CONSIDERABLE INTEREST. THIS IS THE CANKIRI-CORUM PROJECT WHERE JOINT

GOT-WORLD BANK EFFORTS WILL CREATE A NEW RURAL INFRASTRUCTURE. EMPHASIS IS BEING PLACED ON EDUCATION OF THE PRIMARILY RURAL POPULATION IN NEW AGRICULTURAL AND MARKETING TECHNOLOGY, HOME ECONOMICS, NUTRITION, HEALTH AND FAMILY PLANNING. CONSIDERABLE IMPROVEMENT IN THE TURKISH AGRICULTURAL EDUCATIONAL SYSTEM COULD BE MADE THRU BETTER COORDINATION AND HORIZONTAL INTEGRATION. THIS HOWEVER IS A PROBLEM FOR THE TURKISH BUREAUCRACY TO SOLVE. INCREASED EMPHASIS SHOULD ALSO BE GIVEN IN THE FIVE-YEAR PLAN TO AGRICULTURAL EDUCATION, PARTICULARLY TO THE TYPE OF EDUCATION THAT WILL DIRECTLY AFFECT THE FARMER'S PRODUCTIVE CAPABILITIES. IN ADDITION, TURKEY COULD IMPROVE ITS RURAL STANDARD OF LIVING, RAISE FARMERS' INCOMES, PROVIDE URBAN EMPLOYMENT AND INCREASE EXPORT REVENUES BY A CONCENTRATED EFFORT TO EXPLOIT ITS COMPARATIVE AGRICULTURAL ADVANTAGES. AN IMPORTANT COMPONENT OF THIS EFFORT SHOULD BE THE DEVELOPMENT OF MODERN TECHNOLOGICALLY ADVANCED FOOD-PROCESSING ESTABLISHMENTS AND KNOWLEDGEABLE MARKETING EXPERTISE. EDUCATION IN THIS AREA SHOULD BE EMPHASIZED. MACOMBER

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